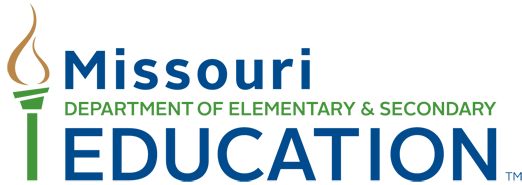




GIFTED LEARNERS



Who is the Gifted Learner?

Section 162.675. RSMo defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

A learner who

- exhibits precocious capacity and learning potential;
- is identified by competent professionals; and
- needs an academic environment beyond standard grade level curriculum.

Why is Gifted Education Important?

Gifted and talented students need an academic environment to meet their learning needs so they can make continuous progress in school. They need

- curriculum that will challenge them in regular classroom settings;
- enrichment;
- accelerated learning opportunities; and
- appropriate social and emotional support.

The myth that “gifted students will do fine on their own” is not supported by research. Gifted students need services provided by well-trained teachers, who challenge and support them, in order to fully develop their gifts and talents.

Characteristics of Gifted Students

- Interests: intense and sometimes unusual
- Motivation: evidence of desire to learn
- Humor: conveys and picks up on humor
- Problem-Solving: effective and inventive strategies
- Inquiry: questions, experiments, explores
- Memory: large storehouse of information on school or non-school topics
- Imagination/Creativity: produces many ideas, highly original
- Insight: quickly grasps new concepts and makes connections, senses deeper meanings
- Reasoning: logical approaches to figuring out solutions
- Communication: highly expressive (with words, numbers, or symbols)

A New Window for Looking at Gifted Children, Javits project, September 1995, Number RM95222: <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95222.pdf>



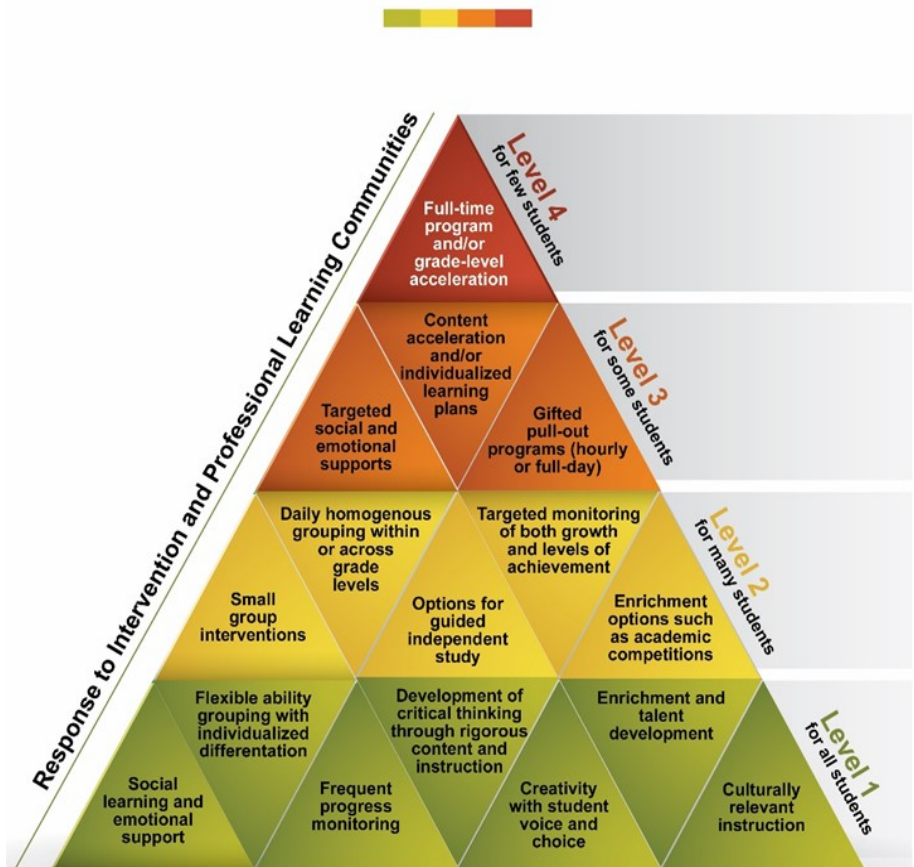
“What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning,” –Senator Chuck Grassley, 2005



Meeting the Needs of Gifted Learners

Gifted learners come in a variety of shapes and sizes, but they share a common characteristic: *asynchrony*, the disparity between cognitive, emotional, and physical development. This defining characteristic means that gifted students can develop unevenly across skill levels. For example, a gifted child might excel in math but struggle in reading -- or vice versa. Their cognitive skills might be quite advanced, but other areas of development, such as fine motor or social skills, may be lagging. To best meet the needs of gifted students, an understanding of individual strengths and areas of concern is needed so that a range of services can be offered. The Levels of Services Model is useful in developing a range of services. It is important to note that gifted students also require social emotional support from qualified educators.

Levels of Gifted Educational Services Within an RtI Framework



*Students identified for an RtI level are entitled to the services of that level as well as all services at lower levels.

Resources

Gifted Association of Missouri:

www.mogam.org

Missouri Course Access and Virtual School

Program: mocap.mo.gov

Missouri Fine Arts Academy:

www.missouristate.edu/mfaa/

Missouri Scholars Academy:

moscholars.missouri.edu/

Missouri State Statutes: (search gifted)

<http://revisor.mo.gov/main/>

National Association for Gifted Children:

www.NAGC.org



CONTACT INFORMATION

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